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ABSTRACT

The Department of Vocational and Technical Education at the University of Minnesota explored the possibility of incorporating an emphasis on training and development into existing programs. Activities undertaken to determine the need for such a program included extensive interviews with training and development personnel in the Minneapolis/St. Paul area, the obtaining of follow-up information on department graduates to determine current placements in training and development positions, review of existing programs, and a survey of training and development related courses at the University of Minnesota. A mail survey of members of the Southern Minnesota Chapter of the American Society for Training and Development collected data on positions held, educational background, undergraduate college major, the highest graduate degree earned and major, anticipated hirings, interest in college courses or programs in training and development, courses of interest, and the willingness to teach courses or provide internships. A focus on training and development in industry and business was recommended. Other recommendations were made regarding course development, times, instructors, and an internship program. (In addition to 18 tables, appendixes provide graduate follow-up information, the questionnaire, proposals for a training course, an organization development course, a special topics course, and an internship course.) (YLB)

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ASSESSING THE NEED FOR A TRAINING AND DEVELOPMENT EMPHASIS WITHIN VOCATIONAL AND TECHNICAL EDUCATION AT THE UNIVERSITY OF MINNESOTA

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1983

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INTRODUCTION

In the fall of 1979, the Department of Vocational and Technical Education at the University of Minnesota began to explore the possibility of incorporating an emphasis on training and development into existing programs. The expertise and interest of existing staff, the experiences of a number of Department graduates who found employment in training and development, and the traditional vocational education tie between theory and application in the work place all suggested the desirability of such an emphasis. Thus, from Fall, 1979, through Winter, 1981, the Department made an extensive study of the need for such a program. The writer was asked to serve as the chair of an ad hoc committee during this process. Basically, the committee served as an advisory committee to the writer.

To fulfill the objective of determining the need for such a program, the writer conducted extensive interviews with training and development personnel in the Minneapolis/St. Paul area, reviewed dozens of training and development personnel preparation programs throughout the United States, obtained follow-up information on graduates of the Department to determine current placements in training and development positions, gathered information on all University of Minnesota courses that appeared to relate to a training and development focus, conducted a mail survey of members of the Southern Minnesota Chapter of the American Society for Training and Development, and developed curriculum proposals with the assistance and input of the ad hoc committee.

A brief summary of each aspect of this investigation is summarized along with the results of the mail survey. Recommendations are then presented along with appendices providing the detail needed to carry out the proposed recommendations.

INTERVIEWS

Interviews were conducted with Minneapolis/St. Paul personnel in training and development. Most of the people interviewed were aware of some involvement in training and development by the Industrial Relations and Adult Education Departments at the University of Minnesota, but their assessment of this involvement was generally not very positive, because courses were offered during regular working hours and because they saw little faculty willingness to respond to suggestions and input. While most people did not know what Vocational and Technical Education meant, they responded favorably to a description of the Department's mission and to the Annual Reports which were distributed.

The training and development personnel expressed a strong interest in an opportunity to hire people who had contact with experienced training and development faculty, and who could combine competence in educational matters with an understanding of the technical and management processes, along with a recognition of the importance of "the bottom line"--profits. Many of their experiences with employees with education backgrounds confirmed that many education graduates were basically "anti-business." They also responded favorably to the practice of offering courses at times appropriate for the targeted populations. Many people interviewed offered to serve on an advisory committee if an emphasis in the area of training and development were developed within the Department.

GRADUATE PLACEMENTS

It is apparent that graduates from the Vocational and Technical Education Department at the University of Minnesota already seek employment in training and development positions rather than in public education (see

Appendix 1 for detailed placement results). The number of initial placements in such settings is small (consisting primarily of graduates in industrial education, followed by agricultural education and home economics education). However, there appear to be a number of graduates who teach in public schools for a year or two and then make the transition to training and development.

REVIEW OF EXISTING PROGRAMS IN THE UNITED STATES

While there appears to be considerable interest in developing programs to prepare people for positions in training and development, there are currently few integrated programs to accomplish this task at present. The American Society of Training and Development's publication on available academic programs (ASTD Directory of Academic Programs in Training and Development/ Human Resource Development) was reviewed. Letters to a number of schools advertising training and development programs produced good response. However, many of the existing programs consist of isolated courses or courses that are directed towards a segment of the training and development field, primarily in the area of media production. Very few undergraduate programs exist; the bulk of existing programs are at the master's level. It would appear from this review that there is an opportunity to draw students from outside the local area to a strong programmatic offering.

SURVEY OF TRAINING AND DEVELOPMENT RELATED COURSES AT THE UNIVERSITY OF MINNESOTA

A review of the Graduate Bulletin, College of Education Bulletin, and School of Business Administration Bulletin identified a number of courses that were related to the field of training and development. Department

heads, or listed instructors, were contacted with a request for a copy of the course syllabus so that the appropriateness of the course for a training and development focus could be determined and to insure that courses being proposed by the committee were not duplicating courses already available on campus. With the exception of Social Work, all other departments contacted responded. Courses identified as appropriate are included in the attached informational brochure, Appendix 11. From this survey, it is clear that a specific emphasis in training and development was not in existence at the University of Minnesota at the time of the survey. Neither were there identified any overview or introductory courses in Training and Development in Industry and Business, though courses were identified in in-depth areas of this field (such as group processes, conflict resolution, etc.).

MAIL SURVEY

The procedures used in the mail survey are presented below, along with the results.

Procedures

The population for the mail survey was defined as members of the Southern Minnesota Chapter of the American Society for Training and Development (ASTD) living within the Minneapolis/St. Paul area. The 1979 membership list and the first two supplements of the year were used. These sources list 769 names. From this listing were eliminated all persons living outside the Minneapolis/St. Paul area, all persons showing home addresses only (assuming that they were not in training and development but were interested in moving into that field), persons whose affiliation was with an educational institution, and persons whose company affiliations

were the same as their name (assuming they were consultants). This reduced the list to 493. So that the results would not be swamped by those companies with numerous members, no more than 3 persons were selected from each company. This selection was made randomly. The results indicated that where two persons were employed in the same division of a company, they usually responded on one questionnaire only. Often, they represented different divisions, and their responses apply to that division.

On November 11, 1980, a cover letter and questionnaire (see Appendices 2 and 3) were sent to the remaining 372 persons. Three weeks later a follow-up letter was sent (see Appendix 4). The response rate, shown in Table 1, while lower than desired, is adequate given the nature of the population.

Table 1
Response Rate

Questionnaires Mailed	372
Returned Undeliverable	27
Questionnaires Delivered	345
Respondents	147
Response Rate	42.6%

Results

The position held by the respondents is shown in Table 2 on page 6. A wide range of positions is represented, with a mix of people in training and development, human resources/personnel, and general administration. In all cases the respondents appear to be in positions in which they could respond knowledgeably to the questions posed.

Table 2
Respondent Position

Position	n	%
Manager, Organization/Employee Development	31	21.1
Corporate Manager, Training	15	10.2
Director, Education: Training & Development	13	8.8
Director, Human Resources	11	7.5
Education Specialist	10	6.8
Supervisor, Corporate Training & Development	9	6.1
Personnel Manager	8	5.4
Training Coordinator	7	4.8
Corporate Education Administrator	6	4.1
Personnel Representative	6	4.1
Manager, Employee Research & Development	5	3.4
Training Officer	5	3.4
Assistant Director, Training & Development	3	2.0
Consultant, Corporate and Professional Relations	3	2.0
Vice President	3	2.0
Executive Director	2	1.4
President	2	1.4
Associate Campaign Director	1	0.7
Continuing Education & Library Research Specialist	1	0.7
Management Analyst	1	0.7
Manager, Corporate Compensation	1	0.7
Manager, Visual Graphics	1	0.7
Product Education Specialist	1	0.7
Supervisor	1	0.7
Vice President, Administration	1	0.7

Table 3
Level of Educational Background of Respondents

Level	n	%
High School Graduate	147	100.0
Some Postsecondary Education	144	98.0
Area Vo-Tech Graduate	7	4.8
College Graduate	134	91.2
Some Graduate School	96	65.3
Graduate Degree	57	38.8

Table 4
Undergraduate College Major of Respondents

Major	n	%
Blank, with college graduate checked	43	29.3
Not a college graduate	13	8.8
Business Administration	13	8.8
Psychology	11	7.5
History	8	5.4
Communications	5	3.4
Education	5	3.4
English	4	2.7
English/Education	4	2.7
Business - I.R.	3	2.0
Agricultural Education	2	1.4
Elementary Education	2	1.4
Industrial Education/Science	2	1.4
Personnel Management	2	1.4
Sociology	2	1.4
Advertising	1	0.7
Art	1	0.7
Art History/Sociology	1	0.7
Business Administration/Education	1	0.7
Child Care Administration	1	0.7
Computer Science	1	0.7
Economics	1	0.7
Economics/Psychology	1	0.7
Electronics Technology	1	0.7
French/Education/Library Science	1	0.7
History/Sociology	1	0.7
Industrial Arts Education	1	0.7
Industrial Engineering	1	0.7
Liberal Arts	1	0.7
Math/Education	1	0.7
Math/Physics	1	0.7
Music Therapy	1	0.7
Nursing	1	0.7
Physical Science	1	0.7
Political Science	1	0.7
Political Science/History	1	0.7
Political Science/Spanish	1	0.7
Psychology/Education	1	0.7
Psychology & Sociology	1	0.7
Social Work/Education	1	0.7
Speech Communication/English	1	0.7
Theater - Speech	1	0.7
Urban Affairs/Public Relations	1	0.7

Table 5
Highest Graduate Degree Earned by Respondents

Degree	n	%
None	90	61.2
Not Indicated	1	0.7
Masters	44	29.9
Doctorate	8	5.4
Other	4	2.7

Table 6
Second Highest Graduate Degree Earned by Respondents

Degree	n	%
None	139	94.6
Masters	7	4.8
Other	1	0.7

Table 3, also shown on page 6, indicates that 91.2% of the respondents are college graduates and 38.8% have a graduate degree. Table 4, on page 7, reveals the wide range of undergraduate backgrounds of the respondents. While various business administration and education backgrounds predominate, it is apparent that almost any background has been acceptable historically for people employed in training and development. Tables 5 and 6, on page 8, show that few respondents have a second graduate degree, and for those with a graduate degree the master's degree is the one most likely to have been earned. Tables 7 and 8, on page 9, indicate a somewhat smaller range of majors for graduate degrees, while at the same time confirming the wide background of the people responding in this study.

Table 7
Major for Highest Level Graduate Degree of Respondents

Major	n	%
No Graduate Degree	90	61.2
Education	7	4.8
Business Administration	5	3.4
Communications	5	3.4
Educational Psychology/Developmental Psychology	5	3.4
Adult Education	4	2.7
International Relations	4	2.7
Student Personnel Administration/Counseling	4	2.7
Psychology	3	2.0
Community Education	2	1.4
Organizational Behavior	2	1.4
Social Work	2	1.4
Vocational & Technical Education	2	1.4
Blank, with graduate degree checked	1	0.7
Divinity	1	0.7
Electrical/Biomedical Engineering	1	0.7
Elementary & Secondary Education	1	0.7
English/Education	1	0.7
Human Development	1	0.7
Industrial Psychology	1	0.7
Latin	1	0.7
Library Science	1	0.7
Marketing/Distributive Education	1	0.7
Personnel Administration	1	0.7
Sociology	1	0.7
Theology	1	0.7

Table 8
Major for Second Highest Level Graduate Degree of Respondents

Major	n	%
Blank, with second graduate degree checked	1	0.7
Biology	1	0.7
Communications	1	0.7
Educational Administration	1	0.7
Marketing/Distributive Education	1	0.7
Psychology	1	0.7
Religious Education	1	0.7
Statistics	1	0.7
Student Personnel Administration/Counseling	1	0.7
No second graduate degree	138	93.9

Table 9

Number of Employees by Training and Development Function

Number of Employees	Instruction		Administration		A-V and Mat. Development		Research		Organ. Devel.	
	n	%	n	%	n	%	n	%	n	%
None	19	12.9	18	12.2	50	34.0	90	61.2	52	35.4
Less than 1	39	26.6	46	31.2	41	28.1	35	23.8	43	29.2
1-1.99	19	13.0	33	22.4	23	15.6	7	4.8	20	13.6
2-2.99	14	9.5	18	12.3	9	6.1	6	4.1	14	9.5
3-3.99	8	5.5	10	6.8	4	2.7	5	3.4	5	3.4
4-4.99	5	3.4	6	4.1	5	3.4	2	1.4	3	2.1
5-9.99	18	12.2	9	6.2	11	7.6	2	1.4	6	4.2
10-24.99	13	9.0	6	4.1	4	2.7			2	1.4
25-49.99	8	5.5	0	0.0					2	1.4
50-74.99	2	1.4	0	0.0						
75-99.99	2	1.4	1	9.7						
Mean	6.92		2.36		1.43		0.49		1.51	
St. Dev.	14.41		6.66		2.73		1.23		4.47	

Table 10

Number of Anticipated Hirings by Training and Development Function

Number of Employees	Instruction		Administration		A-V and Mat. Development		Research		Organ. Devel.	
	n	%	n	%	n	%	n	%	n	%
None	97	66.0	126	85.7	128	87.1	139	94.6	126	85.7
Less than 1	11	7.5	11	7.5	8	6.5	4	2.8	5	3.5
1-1.99	22	14.9	6	4.1	9	6.1	3	2.0	13	8.8
2-2.99	10	6.8	4	2.7	2	1.4	1	0.7	2	1.4
3-3.99	2	1.4							0	0.0
4-4.99	2	1.4							1	0.7
5-9.99	1	0.7								
10-24.99	2	1.4								
Mean	0.61		0.13		0.11		0.04		0.15	
St. Dev.	1.52		0.39		0.35		0.22		0.48	

Table 9, on page 10, displays the number of employees within each of the training and development functions. The largest number of employees is in instruction, followed by administration, organization development, and audio-visual and materials development. The fewest number is employed in the research function.

Table 10, page 11, reveals the same type of information relative to anticipated hirings. During the next year, at least 34% of the respondents anticipated hiring at least one person in the training and development area. By function, the demand is greatest for instructional personnel, followed by organization development, administration, audio-visual and materials development, and research.

In spite of the wide background of the respondents, there was still a strong preference for potential employees in training and development to have an educational background in the field. As Table 11, below, shows, 42.2% of the respondents prefer an educational background in training and development when hiring, while 42.9% are not sure. Only 15.0% clearly do not have such a preference.

Table 11
Preference for Training and Development Educational Background in Hiring

Preference	n	%
Yes	62	42.2
No	22	15.0
Not Sure	63	42.9

To determine the market for courses or programs in training and development among those already employed in such positions, respondents were asked whether they, or others in their company, might register if the

Vocational and Technical Education Department at the University of Minnesota were to offer courses or programs. As Tables 12 and 13, below, indicate, only 6.8% said that they would not take courses, while only 12.9% said that they would not register for a program. In both instances, a high percent of the respondents were not sure--many indicated that it would depend on the qualifications of the instructors, timing, scheduling, and so on. In both cases, however, a high percent indicated that they would register--51.7% for courses and 37.4% for programs.

Table 12
Likelihood of Respondents or Others in Company Registering in Courses in Training and Development if Offered by Vocational and Technical Education Department at the University of Minnesota

Register?	n	%
Yes	76	51.7
No	10	6.8
Not Sure	61	41.5

Table 13
Likelihood of Respondents or Others in Company Registering in Program in Training and Development if Offered by Vocational and Technical Education Department by the University of Minnesota

Register?	n	%
Yes	55	37.4
No	19	12.9
Not Sure	73	49.7

If programs are to be offered, the most popular option was for a certificate (32.7%). As Table 14, below, indicates, 27.1% would prefer a master's degree and 12.2% a bachelor's degree.

Table 14
Program Level Preference

Level	n	%
Certificate	48	32.7
Bachelor's	18	12.2
Master's	34	23.1
Specialist	12	8.2
Doctorate	6	4.1
No Response	29	19.7

When given an opportunity to indicate the courses of greatest interest to them, respondents identified their preferences as shown in Table 15, below. The two courses of greatest interest were Organization Development, and Training and Development Principles, which are core courses in a training and development program. Other courses listed are available in departments across the campus or could be offered under a topics course. In addition to the courses listed on the questionnaire, the respondents also indicated a number of additional topics in which they have interest, as shown in Chart 1, page 16. Also indicated on this chart are courses for which qualified and interested faculty exist in industry and business.

Table 15
Courses of Interest

Course	n	%
Organization Development	83	56.5
Training and Development Principles	82	55.8
Program Development	79	53.7
Competency-Based Training	77	52.4
Career Development Programs for Employees	76	51.7
Administration of Training and Development Programs	73	49.7
Supervisory Leadership	64	43.5
Consulting in Business and Industry	63	42.9
Current Issues in Training and Development	63	42.9
Computer-Assisted Instruction	62	42.2
Research Techniques in Training and Development	60	40.8
Individualizing Instruction	59	40.1
Introduction to Training and Development	54	36.7
Interpersonal Skills	49	33.3
Audio-Visual Production	48	32.7
Equal Employment Opportunity topics, such as Sexism, Sexual Harassment, Employment Testing, etc.	41	27.9
Recruiting and Interviewing Skills	39	26.5
Use of Audio-Visual Equipment	38	25.9
Supervised Internship in Training and Development	37	25.2
Sales Training	35	23.8
Adult Basic Education in Training and Development Programs	33	22.4
Counselling in Industry Settings	31	21.1
Introduction to Business Concepts	31	21.1
Time Management	28	19.0
Report Writing in Training and Development Settings	27	18.4
Supervision for Foremen	27	18.4

With the anticipation that industry and business would desire course content for which no qualified staff existed within the Department, respondents were also asked to indicate the courses that they would be willing to teach. Table 16, below, indicates that 43.5% of the respondents are willing to teach at least one course. Table 17, below, indicates the number of people available to teach the courses listed on the questionnaire.

Chart 1
Other Courses Respondents Desire to Have Offered

Attitude Surveys
Training Results, Accountability, Followup, and Evaluation
Needs Analysis Methods
Use of Standardized Tests
Evaluation
Needs Assessment
Using Training & Development as a Customer-Relations Tool
*Product-Knowledge Training & Development
*Making Transition from Public Education to Business Training
Coaching Skills
Consultation Skills
Stress Management
Manpower Planning
Open Systems/Sociotech, etc.--Organization Development
Group Facilitation--Quality of Work Life Issues, Practice, etc.
Models for Managing Human Resource Development
Influence and Impact of Organization Development on Personnel Function Evaluation
Interviewing
Job Searches
Consulting in Health Care Facilities
Supervisory Skills & Leadership in Health Care Facilities
Evaluation of Training Programs
Working through Volunteers--Motivation, etc.
*Evaluation Processes
*Setting Standards
*Measuring Performance by Output--Management & Employment
Supervisory Management Development Topics
Conducting Disciplinary Interviews
Conducting Meaningful Performance Reviews
Supervisory Training for Remaining Union Free
Developing and Keeping Professional Images
Introduction or Overview of the Personnel Function
Expand Introduction to Business Concepts
Assessment Centers, Human Resource Development
How to Manage the Training Function
Presentation Skills
Methods in Teaching Adults
*How to Manage Programs on Plato from Needs to Implementation
Technical Training
Behavior Modification Training
Dealing with Severely Handicapped Individuals
Technical Training Courses
How to Teach to Technical People
Quality of Work Life Issues
Productivity Improvement Techniques
Survey Technology
Long Range and Strategic Planning in Training and Development

*Qualified and willing teachers exist in industry for these courses

Table 16
Willingness of Respondents to Teach Courses

Willing to Teach?	n	%
Yes	64	43.5
No	83	56.5

Table 17
Courses Respondents Are Willing to Teach

Course	n	%
Organization Development	8	5.4
Training and Development Principles	11	7.5
Program Development	13	8.8
Competency-Based Training	5	3.4
Career Development Programs for Employees	13	8.8
Administration of Training and Development Programs	5	3.4
Supervisory Leadership	9	6.1
Consulting in Business and Industry	3	2.0
Current Issues in Training and Development	6	4.1
Computer-Assisted Instruction	4	2.7
Research Techniques in Training and Development	5	3.4
Individualizing Instruction	5	3.4
Introduction to Training and Development	9	6.1
Interpersonal Skills	18	12.2
Audio-Visual Production	4	2.7
Equal Employment Opportunity topics, such as: Sexism, Sexual Harassment, Employment Testing, etc.	9	6.1
Recruiting and Interviewing Skills	18	12.2
Use of Audio-Visual Equipment	6	4.1
Supervised Internship in Training and Development	8	5.4
Sales Training	12	8.2
Adult Basic Education in Training and Development Programs	5	3.4
Counselling in Industry Settings	8	5.4
Introduction to Business Concepts	2	1.4
Time Management	12	8.2
Report Writing in Training and Development Settings	4	2.7
Supervision for Foremen	9	6.1

Finally, respondents were asked if their company would be willing to offer an internship for students wishing to acquire experience in training and development. As Table 18, below, shows, 74.2% of the companies are willing to offer some type of internship. This information has been summarized so that faculty and students can be directed to those companies willing to provide such opportunities to students. The information from this table supports the expectation that placement can be found for students electing an internship course.

Table 18
Willingness to Provide Internship

Willing?	n	%
Yes, for pay	30	20.4
Yes, for pay when economy improves	21	14.3
Yes, but not for pay	58	39.5
No	22	15.0
No Response	16	10.8

RECOMMENDATIONS

From the activities described in this report, the following recommendations are made:

1. The Vocational and Technical Education Department at the University of Minnesota should offer a focus in Training and Development in Industry and Business with the following options:

    *Course work only
    *Professional certificate
    *Bachelor's degree
    *M.A. and M.Ed. degrees
    *Specialist degree
    *Ed.D. and Ph.D. degrees

(See Appendix 5 for necessary changes in the College of Education Bulletin and Appendix 6 for the necessary changes in the Graduate School Bulletin.)

2. Four courses should be developed as core courses for this focus area:

   Introduction to Training and Development
   Organization Development
   Special Topics course
   Internship

   (See Appendices 7 through 10 for the course proposals.)

3. An informational brochure should be developed to communicate information about the special focus to perspective students. (See Appendix 11.)

4. Course offerings should be advertised through the Fumarole and in a brochure developed for that purpose (see Appendix 12).

5. All classes should be offered at times that would be accessible to persons employed full time, e.g., evenings, Saturdays, and during the summer during one-week blocks of time.

6. A variety of persons employed in the training and development field should be used from time to time to teach special topics courses. Evaluations should be gathered from students to determine whether such instructors should be used in the future.

7. An advisory committee composed of practitioners, students, and ultimately graduates of the program should be formed and should meet regularly--to provide input and critique, as well as a support mechanism.

8. Records of all students taking courses in the training and development area should be maintained for future follow-up and evaluation of the program.

9. Guidelines should be developed for the internship program (see Appendix 13).

10. Efforts should be undertaken to establish a research base in training and development within the Department. Potential exists for the establishment of a national center in training and development within the Vocational and Technical Education Department at the University of Minnesota.
11. Exploration should continue on establishing a non-licensure undergraduate degree option in training and development.

People in Training Positions

Major	Year of Graduation	Job Description	Company
Vocational-Technical	1976	Training instructor: power plant operation	NSP
Industrial	1977	Associate technical instructor installation of copy machine	Graphic Technical Training Center
Industrial	1977	Systems training instructor: customer use and repair of equipment	FMC/NOC
Industrial	1977	Technical instructor: electro mechanics	3 M
Industrial	1978	Technical instructor: training technicians on printing presses	3 M

People in Personnel Positions

Major	Year of Graduation	Job Description	Company
Agriculture	1975	District sales manager: retrain 45 salesmen	Pioneer Seed Company
Agriculture	1976	Crew supervisor: training and supervision of nursery employees	Glen Walters Nursery
Home Economics	1976	Assistant airport security manager: train new employees and schedule employment	Bob Simms, Inc.
Home Economics	1977	Homemaking supervisor: hire, train, check housekeepers	Medical and Business Temporaries

Appendix 1: Vocational and Technical Education Graduates Follow-Up, 1975-80

Summary of Placement of Department Graduates

Occupational Title	Number Employed
Engineering	2
Mathematics and science	1
Medicine and health	2
Education and training	16
Law and jurisprudence	1
Administrative and managerial	26
Social and welfare work	3
Industrial and machine	13
Clerical	12
Sales	10
Merchandising	7
Farming and forestry	14
Transportation	1
Law enforcement	1
Service occupations	4

November 11, 1980

TO: Training and Development Personnel in Southern Minnesota Chapter of ASTD

FROM: Gary N. McLean, Associate Professor, Department of Vocational and Technical Education

SUBJECT: Enclosed Questionnaire

During personal interviews this past year, as a part of a funded project, many of you provided me with input regarding your concerns and feelings about educational programs designed to prepare people for Training and Development positions in business and industry. That information has proven to be very useful in developing our responses within the Vocational and Technical Education Department at the University of Minnesota. We are currently in the process of developing some Training and Development courses that will be offered in the evenings or on the weekend.

Now, however, more formal information is needed. The questionnaire that is attached is designed to determine the possible demand for courses and programs in Training and Development within our department and to assist us in locating adjunct faculty to assist in some aspects of the resulting instructional needs.

No more than 10 minutes should be required to complete the questionnaire. It would be very helpful to us, and to the Training and Development profession in Minnesota, if you would take the time now to complete the questionnaire. If someone else in your firm is in a better position to provide the information requested, plese pass it on to that person.

If possible, please return the completed questionnaire by November 24. Thank you for your assistance.

Appendix 2: Cover Letter

Market Demand Survey for Programs in Training and Development at the University of Minnesota, Department of Vocational and Technical Education

Name_____

Company_____

Address_____

_____

_____ Phone_____

1. What is your position?_____

2. What is your educational background?

_____ High school graduate
_____ Some postsecondary education
_____ Area Vocational-Technical Institute graduate (or graduate of comparable school)
_____ College graduate
Major:_____
_____ Some graduate school
_____ Graduate degree
Degree(s):_____
Major(s):_____

3. How many employees are there currently in your company in the following Training and Development categories? (If a person functions in more than one role, use a fraction to indicate approximate time allotted to each function.)

_____ Instruction
_____ Administration
_____ Audio-visual and materials development
_____ Research
_____ Organization Development and consulting

4. How many employees does your company anticipate hiring during the next budget year in the following Training and Development categories? (If a person functions in more than one role, use a fraction to indicate approximate time allotted to each function.)

_____ Instruction
_____ Administration
_____ Audio-visual and materials development
_____ Research
_____ Organization development and consulting

Appendix 3: Questionnaire

5. In hiring, is your company likely to prefer a person with an educational background in training and development?

_____ Yes _____ No _____ Not Sure If there is no preference, go to question 6. If there is a preference for such a background, please rank order the level at which concentration should be provided. (Use a 1 for the most important, and a 6 for the least important.)

a) For Instructors: _____ Courses only _____ Certificate _____ Bachelors
_____ Masters _____ Specialist _____ Doctorate

b) For Administrators: ____ Courses only ____ Certificate ____ Bachelors
____ Masters ____ Specialist ____ Doctorate

c) For Materials Developers: ___ Courses only ___ Certificate ___ Bachelors
___ Masters ___ Specialist ___ Doctorate

d) For Researchers: _____ Courses only _____ Certificate _____ Bachelors
_____ Masters _____ Specialist _____ Doctorate

e) For Organization Developers and Consultants:
_____ Courses only _____ Certificate _____ Bachelors
_____ Masters _____ Specialist _____ Doctorate

6. If the Vocational and Technical Education Department at the University of Minnesota were to offer courses in Training and Development using faculty experienced in Training and Development, are you or others in your department likely to register?

_____ Yes _____ No _____ Not Sure

7. If the Vocational and Technical Education Department at the University of Minnesota were to offer a program in Training and Development using faculty experienced in Training and Development, are you or others in your department likely to register?

_____ Yes _____ No _____ Not Sure

8. If you are interested in a program or think others in your department would be interested, please rank order the level at which concentration is preferred. (Leave a blank before any level at which there is no interest.)

___ Certificate ___ Bachelors ___ Masters ___ Specialist ___ Doctorate

9. Check any of the following courses which might be of interest to you or to others in your department:

_____ Introduction to Training and Development
_____ Training and Development Principles
_____ Organization Development
_____ Consulting in Business and Industry
_____ Supervised Internship in Training and Development
_____ Supervisory Leadership

_____ Recruiting and Interviewing Skills
_____ Sales Training
_____ Supervision for Foremen
_____ Program Development
_____ Administration of Training and Development Programs
_____ Audio-Visual Production
_____ Use of Audio-Visual Equipment
_____ Counselling in Industry Settings
_____ Research Techniques in Training and Development
_____ Interpersonal Skills
_____ Current Issues in Training and Development
_____ Introduction to Business Concepts
_____ Report Writing in Training and Development Settings
_____ Computer-Assisted Instruction
_____ Individualizing Instruction
_____ Competency-Based Training
_____ Adult Basic Education in Training and Development Programs
_____ Career Development Programs for Employees
_____ Time Management
_____ Equal Employment Opportunity topics, such as: Sexism, Sexual Harassment, Employment Testing, etc.
_____ Other (please list)_____

_____

_____

10. Would you (or anyone else in your company) be qualified and willing to teach any of the courses listed above? _____Yes _____No
If yes, please place an asterisk (*) beside applicable courses.

11. Do you believe your company might be willing to provide an internship in Training and Development for a Univerity of Minnesota student?

_____ Yes, for pay
_____ Yes, for pay, but only when the economy improves
_____ Yes, but not for pay
_____ No

Please return the completed questionnaire to:

Dr. Gary N. McLean
270 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455

December 9, 1980

TO: Training and Development Personnel Receiving Questionnaire from University of Minnesota

FROM: Gary N. McLean, Associate Professor

SUBJECT: Reminder to Return Training and Development Questionnaire

Approximately three weeks ago, you were sent a questionnaire designed to determine the possible demand for courses and programs in Training and Development in the Department of Vocational and Technical Education at the University of Minnesota, and to assist in locating adjunct faculty to participate in some aspects of the resulting instructional needs.

While almost half of the distributed questionnaires have been returned, our records indicate that yours has not yet been received. It is very important to the accuracy of the findings that we receive as many completed questionnaires as possible. Won't you please take 10 minutes now to complete the questionnaire? If your questionnaire has been misplaced, please call 373-3330 and request that another questionnaire be sent. If you have returned your questionnaire, thank you very much.

Your participation in this survey will help immeasurably in providing the types of programs or courses that are most needed by the Training and Development Community.

Appendix 4: Follow-Up Letter

May 14, 1981

TO: Vocational and Technical Education Program Committee

FROM: Vocational and Technical Education Training and Development ad hoc Committee (Ashmun, Bjorkquist, McLean, Moss, R. Swanson)

SUBJECT: Additions to Undergraduate Bulletin Copy

(Insert after Vocational and Technical Education and before Agricultural Education)

The Department of Vocational and Technical Education offers programs leading to undergraduate degrees in the following six major fields: Agricultural Education (with options in Vocational Agriculture and Vocational Horticulture); Business Education (with options in Accounting and Data Processing, Basic Business and/or Economics, Comprehensive Business, Comprehensive Business Without Shorthand, and Vocational Office Education); Distributive Education (as a major or a minor); Home Economics Education (with options in Consumer-Homemaking, Family Life, Occupational Education, and Instructor-Coordinator Licensure); Industrial Education; and Vocational-Industrial Education.

Undergraduate Focus in Training and Development

The Department also offers a focus at the undergraduate level (as well as the continuing education and masters degree levels) in Training and Development in Industry and Business. Students pursuing a degree in any one of the six major fields may also elect to develop this focus by completing the following courses, in addition to or as a part of the requirements of their major field:

VoEd 5-750, Training in Industry and Business (3-4 cr)
VoEd 5-780, Internship: Training and Development (1-15 cr)--
4 cr required
At least six additional credits, to be selected in consultation with advisors, in areas such as instruction of adults and production of media.

Undergraduate students outside of the Department of Vocational and Technical Education, in addition to the above requirements, will complete one course in instructional methods and one in course development within the Department of Vocational and Technical Education.

Appendix 5: Proposed Revisions to College of Education Bulletin

III. ADVANCED STUDY

(Insert on p. 92, immediately before "Agricultural Education")

Concentration in Training and Development

Students pursuing M.Ed. degrees with majors in Agricultural Education, Business Education, Distributive Education, Home Economics Education, and Industrial Education, as well as adult special students, may also achieve a concentration in Training and Development in Industry and Business.

M.Ed.--As a part of the requirements for the degree within the major, students will complete the following: VoEd 5-750, Training in Industry and Business (3-4 cr); VoEd 5-760, Organization Development in Industry and Business (3-4 cr); VoEd 5-770, Training and Development: _____ (1-4 cr)--a minimum of 3 cr; VoEd 5-780, Internship: Training and Development (1-15 cr)--a minimum of 6 cr; and one of Educ 5-104, Survey of Adult Education (3 cr); Educ 5-411, Strategies for Teaching Adults (3 cr); AgEd 5-049, Agricultural Education for Adults (5 cr); BDE 5-355, Business and Distributive Programs for Adults (3 cr); or HEEd 5-320, Adult Education in Home Economics (3 cr). The balance of the degree credits are to be selected in consultation with the advisor.

[See the Graduate School Bulletin for details about the concentration in Training and Development as a part of the M.A., Ed.D., Ph.D. and Specialist degrees.]

Continuing Education Certificate--A certificate is awarded to adult special students who complete a minimum of 20 credits, to include:

VoEd 5-750, Training in Industry and Business (3-4 cr)
VoEd 5-760, Organization Development in Industry and Business (3-4 cr)
VoEd 5-770, Training and Development: _____ (1-4 cr)--a minimum of 3 cr
VoEd 5-780, Internship: Training and Development (1-15 cr)--a minimum of 6 cr

May 14, 1981

TO: Vocational and Technical Education Program Committee

FROM: Vocational and Technical Education Training and Development ad hoc Committee (Ashmun, Bjorkquist, McLean, Moss, R. Swanson)

SUBJECT: Additions to Graduate Bulletin Copy

(Insert on p. 170 just before "Child Psychology")

Concentration in Training and Development

It is possible to have a concentration in Training and Development while meeting the requirements for certain master's, specialist, and doctor's degrees.

Master's Degrees--As a part of the requirements for the Master's degree in Agricultural Education, Business Education, Distributive Education, Home Economics Education, and Industrial Education, students will complete the following courses: VoEd 5-750, Training in Industry and Business (3-4 cr); VoEd 5-760, Organization Development in Industry and Business (3-4 cr); VoEd 5-770, Training and Development: _____ (1-4 cr)--a minimum of 3 cr; VoEd 5-780, Internship: Training and Development (1-15 cr)--a minimum of 6 cr; and one of Educ 5-104, Survey of Adult Education (3 cr); Educ 5-411, Strategies for Teaching Adults (3 cr); AgEd 5-049, Agricultural Education for Adults (5 cr); BDE 5-355, Business and Distributive Programs for Adults (3 cr); or HEEd 5-320, Adult Education in Home Economics (3 cr). The balance of the degree credits are to be selected in consultation with the advisor.

Specialist and Doctor's Degrees--In addition to the courses specified for the Master's degree with a concentration in Training and Development, students will plan a program in consultation with an advisor to develop expertise in the occupational role for which they are preparing, such as designer of training, manager of training programs, and researcher.

Appendix 6: Proposed Revisions to Graduate School Bulletin

April 23, 1981

TO: Vocational and Technical Education Program Committee

FROM: Vocational and Technical Education Training and Development ad hoc Committee (Ashmun, Bjorkquist, McLean, Moss, R. Swanson)

SUBJECT: New Course Proposal

1. Course Description

   a. Department designator and course number: VoEd 5750

   b. Course title: Training in Industry and Business

   c. Course description: Appraisal of the training function in industry and business; advancement of competencies in areas of analysis, design, development, delivery and evaluation of training.

   d. Number of credits: 3 or 4 cr.

      [Computer check not necessary]

2. Schedule of Offerings

   The course will be offered at least once per year and for the first time Fall Quarter 1981.

3. Rationale and Need

   a. Reasons for course:

      During the past two years, McLean has conducted an extensive study of the Training and Development community in the Metropolitan Twin Cities area through interviews and a mail survey. In the mail survey, 51.7% of the respondents indicated that they would enroll in Training and Development courses if offered by the Vocational and Technical Education Department, while 41.5% indicated that they were not sure. Only 6.8% said they would not enroll. One of the courses for which a need was indicated by respondents was Training and Development Principles. This need was expressed by 82 (55.8%) of those participating in the survey.

   b. Relationship to specific program, other College programs:

      This course will relate most closely to programs in the Department of Vocational and Technical Education. It will teach the application of competencies developed in those programs to training in industry and business. Students in other fields of education and in programs such as Industrial Relations and Business Management will be able to use this course in the context of their career goals.

Appendix 7: Proposal for Training Course

c. Consultation:

See separate Department report on training. Also, Dr. James Scoville, Director of the Industrial Relations Center has reviewed the course in detail and endorsed the effort (letter attached).

4. Students to be Served

All undergraduate and grduate students in Vocational and Technical Education who desire to develop an emphasis on Training and Development in their programs will be required to take this course. Other students may choose to take the course as an elective. It is anticipated that a number of Adult Specials will also enroll for the course.

5. Class Size and Instructional Mode

Average class will be 18. The maximum class size will be 25. The class will involve lecture, reading, and extensive use of hands-on laboratory exercises.

6. Information Regarding 5000 Level Courses

An enrollment mix of 50% graduate and 50% undergraduate is expected. Graduate students will be required to complete an independent project.

7. Statement of Objectives

Upon completion of the course students will have knowledge and/or skills in the following areas:

a. Psychological foundations of training.

b. Economic foundations of training.

c. Training needs assessment.

d. Analysis of work behavior.

e. Design of training programs.

f. Development of training programs.

g. Delivery of training programs.

h. Evaluation of training programs.

8. Faculty

Dr. Richard A. Swanson or other qualified individuals. Swanson has had extensive research, development, and consulting experience in private sector training.

9. Detailed Syllabus

Session	Topic This Session	Due This Session
1	-Review Syllabus -Definition of Training -Psychological Foundations of Training	
2	-Economic Foundations of Training -Systems Approach to Training	Read: Cullen, et al. "Training: What's It Worth?" Training and Development Journal. August, 1976. Read: Swanson, "Industrial Training," Encyclopedia of Educational Research, 5th Edition, 1982.
3	-Work Analysis	Read: Mager and Beach, Developing Vocational Instruction, 1967, Chap. 2.
4	-Process and Troubleshooting Analysis	Submit: Work Analysis Assignment. Submit: Individual Project Contract.
5	-Subject Matter Analysis	Read: Swanson, "Analyzing Non-Observable Work Behavior," Journal of Industrial Teacher Education (in press). Submit: Process and Troubleshooting Analysis Assignment.
6	-Mid-term Examination -Design of Training	Work: Individual Project. Prepare: Mid-term Examination. Submit: Subject Matter Analysis Assignment.
7	-Design of Training	Work: Individual Project. Read: Gagne - "Military Training and Principles of Learning," American Psychologist. February, 1962.

		Read: Ford - "Four Steps Are No Longer Enough," Training and Development Journal. July, 1970.
		Read: Lawson - "Gagne's Theory Applied to Technical Instruction," Training and Development Journal. April, 1974.
8	-Training Evaluation -Training Management	Work: Individual Project.
9	-Training Needs Assessment	Read: Harless - An Ounce of Analysis is Worth a Pound of Objectives. 1975. Work: Individual Project.
10	-Evaluate Individual Projects	Submit: Individual Project.
11	-Final Examination	Study: Final Examination.

10. Evaluation of Student Achievement

Mid-Term Examination	10%
Final Examination	20%
In-Class Exercises	10%
Work Analysis Assignment	10%
Process and Troubleshooting Analysis Assignment	10%
Subject Matter Analysis Assignment	10%
Individual Project	30%
	100%

11. Grading System

A-N

12. Financial and Staff Implications

Shifts in the enrollment of students in other course offerings will allow a reduction in the frequency with which they are taught and will provide faculty time for the teaching of this course.

April 23, 1981

TO: Vocational and Technical Education Program Committee

FRDM: Vocational and Technical Education Training and Development ad hoc Committee (Ashmun, Bjorkquist, McLean, Moss, R. Swanson)

SUBJECT: New Course Proposal

Course Description

VoEd 5-760 Organization Development in Industry and Business (3 or 4 cr)

introduction to major concepts, skills, and techniques

(The variable credit will provide flexibility in offering the course during the summer and in workshops--3 cr--and as a regular offering--4 cr.)

Computer check not necessary.

Schedule of Offering

First Offering: Fall, 1981

Frequency: At least once a year

Rationale and Need

During the past two years, McLean has conducted an extensive study of the Training and Development community in the Metropolitan Twin Cities area through interviews and a mail survey. In the mail survey, 51.7% of the respondents indicated that they would enroll in Training and Development courses if offered by the Vocational and Technical Education Department, while 41.5% indicated that they were not sure. Only 6.8% said they would not enroll. Of 26 courses provided for response, the largest number of respondents (83--56.5%) were interested in a course in Organization Development. Companies indicated that, following instruction, they expected the largest number of new hires to be in the area of organization development. Such a course is clearly critical as a core course for students wishing to emphasize the training and development function in a master's or doctoral program.

Appendix 8: Proposal for Organization Development Course

A review of the Graduate School Bulletin identified one course in the College of Education in Organization Development (PsyF 8-572, Organizational Development and Change). This course, however, focuses on the school rather than on industry and business. Several courses were identified that offered depth in components of organization development (e.g., PsyF 8-571, Conflict Resolution; PsyF 8-573, Small Group Procedures; IR 8-004, Theory and Analysis; etc.). Course outlines were obtained for all courses that appeared to have relevance to organization development. A review of these outlines revealed that no introduction or overview course related to industry and business is currently being offered at the University of Minnesota. It is anticipated that graduate students will elect courses in the more specialized areas following completion of this course.

Students to be Served

All graduate students in Vocational and Technical Education who desire to develop an emphasis in Training and Development in their programs will be required to take this course. Other students may choose to take the course as an elective. It is anticipated that a number of Adult Specials will also enroll for the course, as well as students enrolled in other colleges throughout the University.

Class Size and Instructional Mode

Because of the need to find appropriate industry settings for students in the course, enrollment will be limited to 28 students (7 teams of 4). The instructional modes to be used will be: lectures (including guest speakers), case studies, small group discussions, and mini-projects in industry settings.

Information regarding 5000 Level Courses

It is anticipated that there will be approximately equal numbers of Adult Specials and Graduate students. Because of the experiential base anticipated for the Adult Specials, no differentiation between the two groups of students is anticipated.

Statement of Objectives

Upon completion of the course, students will be able to:

1. Define organization development.

2. Conduct an organizational diagnosis, including a climate survey.

3. Identify at least four intervention strategies at each of four levels: individual, team, intergroup, and total organization; describe each strategy in detail; and describe strengths and weaknesses of each.

4. Define the role of change agent in an organization.

5. Apply problem-solving techniques to "real-world" cases.

6. Develop an MBO program, or preferred alternative, for a company.

7. Describe personal values that will impact on organization development.

8. Discuss issues currently facing organization development.

9. Demonstrate appropriate interpersonal communications skills.

Faculty

Gary McLean, and other qualified individuals. McLean has extensive consulting experience in organization development in industry and business--including profit and non-profit organizations--and has numerous contacts in the field to insure that instruction will remain current.

Detailed Syllabus

Topical Outline:

Definition of OD
Need for OD
History and Development of OD
Application of Action Researth to OD
Systems Theory in OD
Diagnosing Organizations
  Instrumentation
  Needs Assessments
  Climate Surveys
  Interviewing
Intervention Theory, Technology, Strategies
  Individual
    Counselling-Coaching
    Technical Training
    Individual MBO
    Client Interview
    Life and Career Planning
    Others
  Team or Unit
    Team Building
    Job Enrichment
    Quality of Work Life
    Unit Goal setting
    Open System Mapping
    Conflict Resolution
    Others

Detailed Syllabus (cont.)

- Intergroup
  - Intergroup Development
  - Work Flow Planning
  - Scheduling Review
  - Joint Client Planning
  - Third Party
  - Others
- Total Organization
  - Confrontation Meeting
  - Work Re-Design
  - Analysis of Reward System
  - Survey-Feedback of Client Reactions
  - Structural
  - Process Consultation
  - Others
- Change Strategies
  - Problem Solving
  - Role and Function of Change Agents
  - Management as Change Agent
  - Others
- Administration of OD Programs
- Forecasting Consequences of OD Programs
- Issues in OD
- Future of OD

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Evaluation of Student Achievement

Student evaluation will be based on:

Presentation of case studies
Participation in small groups and case study discussion
Performance on the final examination
Quality of mini-projects

Grading System

A-N only, except for students in graduate school who have an S-N option. Ample objective information is available to permit A-N grading.

Financial and Staffing Implications

Adequate qualified staff are currently on the department's faculty. In addition, the McLean survey identified individuals in organization development positions who would be available to provide instruction. With the move to St. Paul, some funds may be necessary to develop an adequate library resource to support the course, if not available through library budgets.

April 23, 1981

TO: Vocational and Technical Education Program Committee

FRDM: Vocational and Technical Education Training and Development ad hoc Committee (Ashmun, Bjorkquist, McLean, Moss, R. Swanson)

SUBJECT: New Course Proposal

Course Description

VoEd 5-770 Training and Development: _____(1-4 cr; no max)

Developments relating to problems, practices, programs, and methodologies in training and development in industry and business; content varies with each offering.

Computer check not necessary

Schedule of Offering

First Offering: Effective Fall, 1981

Frequency: At least once a year, probably several times a year

Rationale and Need

In the two-year study conducted by McLean of the Training and Development community in the Metropolitan Twin Cities area, several courses were identified as of interest. These courses are ones for which expertise exists on the faculty but are not courses which would warrant the development of regular courses. Such courses would also meet the needs of students electing concentrations in Training and Development within existing degree programs in the Department and its divisions.

While other courses do exist within the Department and within the divisions that would permit the desired open-ended approach, such courses are not clearly identified with Training and Development and would not adequately meet the needs of the potential populations that would be interested in enrolling.

Appendix 9: Proposal for Special Topics Course

Students to be Served

All graduate students in Vocational and Technical Education who desire to develop an emphasis in Training and Development in their programs will be required to take at least one offering of this course. Other students may choose to take this course as an elective. It is anticipated that a number of Adult Specials will also enroll for the course.

Class Size and Instructional Mode

Class size will vary considerably from offering to offering, with controls imposed for courses where facilities or equipment needs necessitate such controls. Ordinarily, it is anticipated that course offerings will average 20 students. Instructional modes to be used will vary by course offering.

Information Regarding 5000 Level Courses

It is anticipated that there will be approximately 75% Adult Specials and MEd students with 25% Graduate students. Because of the experiential base anticipated for the Adult Specials, no differentiation between the two groups of students is anticipated.

Statement of Objectives

Objectives will vary by course offering. Topics that might be offered, based on the survey responses, include:

Consulting in Industry and Business
Current Issues in Training and Development
Research Techniques for Training and Development
Equal Employment Opportunity
Introduction to Business Concepts
Report Writing in Training and Development Settings
Career and Life Planning for Employees
Supervision for Blue Collar Supervisors
Competency-Based Training Programs
Interpersonal Skills on the Job
Recruiting and Interviewing Skills
Time Management for Training and Development Personnel

Faculty

Faculty will vary according to course offering. Existing faculty in the Department have expertise in most of the suggested areas. An extensive list of experienced and degreed Training and Development personnel qualified and interested in teaching such courses is on file.

Detailed Syllabus

A syllabus will be developed for each course offering, to include topical outlines and bibliographies.

Evaluation of Student Achievement

Evaluation will be based on activities and examinations as appropriate for each course offering.

Grading System

Because of the variations that will exist in various course offerings, this course may be offered on an A-N or S-N basis, as deemed appropriate by the instructor for that course offering.

Financial and Staffing Implications

Adequate qualified staff are currently on the department's faculty. Courses will be covered by reassigning faculty from other courses. No additional financial or staffing requirements exist.

April 30, 1981

TO: Vocational and Technical Education Program Committee

FROM: Vocational-Technical Education Training and Development ad hoc Committee (Ashmun, Bjorkquist, McLean, Moss, R. Swanson)

SUBJECT: New Course Proposal

1. Course Description

   a. Department designator and course number: VoEd 5-780

   b. Course title: Internship: Training and Development

   c. Course description:

      Students apply and contract for training position in industry and business; individual contracts describe specific training responsibilities during period of internship; may be used to meet a portion of student teaching requirement at program discretion providing student will still be qualified to teach in a public school.

   d. Number of credits and prerequisites:

      Cr ar; 15 credits maximum. Prerequisite VoEd 5-750 (Training in Industry and Business)

      Computer check not necessary

2. Schedule of Offering

   First offering in Fall Quarter 1981 and each quarter and each summer session thereafter.

3. Rationale and Need

   a. Reasons for course:

      This course would be required for those students desiring a concentration in training and development within the currently offered undergraduate and graduate degrees offered within the divisions of the Department of Vocational and Technical Education.

Appendix 10: Proposal for Internship Course

Because there are so many different types of job roles in the area of Training and Development, it is important for students to understand how each of the job roles interact and to determine which job role is most appropriate for them. Most students will prepare for job roles as designers, instructors, media producers, or managers. Since differences exist between such job roles in industry, compared with public education, the practicum will be useful in identifying such differences, as well as similarities. This internship is designed to help students deal with these differences and similarities and to participate in real industrial and business training experiences.

A survey of potential internship supervisors has indicated that there are an adequate number of sites available to make an internship feasible.

b. Relationship to specific program, other College programs:

The internship will be most directly related to the course, Training in Industry and Business. It will be an application phase of that course. The internship bears a relationship to student teaching in that it performs much the same function.

c. Consultation:

Training and development personnel in the Twin Cities have expressed an interest and willingness to provide salaried and unsalaried internship positions for students. (See separate department report on training.)

4. Students to be Served

Approximately 1/3 in each of undergraduate, adult special, and graduate student categories.

5. Class Size and Instructional Mode

Class size will be limited by the number of internship sites available--about 10. Internships will be individually described in a contract among student, instructor, and employer.

6. Information Regarding 5000 Level Courses

A mix of 1/3 undergraduates, 1/3 adult specials, and 1/3 graduate students is expected. Graduate students will be placed in more challenging internships in keeping with their preparation.

7. Statement of Objectives

Upon completion of the internship, students will have knowledge and/or skills in the following areas:

a. the function, role and importance of training in industry and business.

b. design, development, and completion of a training project.

c. evaluation of training projects.

d. economics of training.

e. synthesis of separate training related experiences.

8. Faculty

Graduate faculty members in the Department of Vocational and Technical Education will be eligible to work with students enrolled in internships.

9. Detailed Syllabus

Each internship will be described in an individual contract. Contracts will be for a predetermined number of credit hours and will describe: 1) the effort of the student, 2) the process the student will use to carry out the effort, and 3) the form of the final product. 30 clock hours of effort are required for each hour of credit.

10. Evaluation of Student Achievement

The internship contract will be used as a basis for evaluation. Products developed by the student will be evaluated by both the employer and the faculty member with the faculty member assigning course grades.

11. Grading System

A-N or S-N. Either option will be available to the student. S-N grading appears to be most appropriate for those students taking the course for purposes of career exploration. For those students who have already determined to pursue a career in Training and Development, the A-N grading appears to be more appropriate, so that a clearer indication of competence can be communicated.

12. Financial and Staffing Implications

The relatively small number of students enrolled in the internship will be spread across several faculty members.